

NORTH CENTRAL MIDDLE

805 Keys Lane
Kershaw, SC 29067

GRADES 6-8 Middle School

ENROLLMENT 457 Students

PRINCIPAL Burchell Richardson 803-424-2740

SUPERINTENDENT Herbert M. Berg, Ed.D. 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	19	19	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

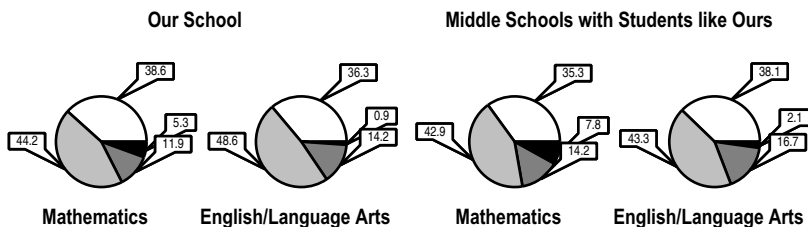
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	455	99.6	36.0	48.8	14.3	0.9	23.6	Yes	Yes
Gender									
Male	231	99.6	44.2	46.5	9.2	0.0	18.0		
Female	224	99.6	27.5	51.2	19.4	1.9	29.4		
Racial/Ethnic Group									
White	276	100.0	32.8	49.1	16.6	1.5	29.1	Yes	Yes
African-American	166	99.4	40.8	48.7	10.5	0.0	15.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	91.7	50.0	50.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	385	99.7	28.6	53.7	16.6	1.1	26.7		
Disabled	70	98.6	80.3	19.7	0.0	0.0	4.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	455	99.6	36.0	48.8	14.3	0.9	23.6		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	451	99.8	35.5	49.2	14.4	0.9	23.8		
Socio-Economic Status									
Subsidized meals	323	99.4	40.7	47.3	11.7	0.3	17.0	No	Yes
Full-pay meals	132	100.0	25.0	52.3	20.3	2.3	39.1		

Mathematics - State Performance Objective = 15.5%									
All Students	455	100.0	38.6	44.2	11.9	5.3	28.4	Yes	Yes
Gender									
Male	231	100.0	43.1	44.0	7.8	5.0	22.9		
Female	224	100.0	34.0	44.3	16.0	5.7	34.0		
Racial/Ethnic Group									
White	276	100.0	35.8	43.0	14.0	7.2	33.6	Yes	Yes
African American	166	100.0	44.4	44.4	9.2	2.0	20.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	27.3	72.7	0.0	0.0	9.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	385	100.0	32.1	48.1	13.6	6.3	32.3		
Disabled	70	100.0	77.4	21.0	1.6	0.0	4.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	455	100.0	38.6	44.2	11.9	5.3	28.4		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	451	100.0	38.7	43.9	12.0	5.4	28.6		
Socio-Economic Status									
Subsidized meals	323	100.0	43.4	42.4	10.3	4.0	25.2	Yes	Yes
Full-pay meals	132	100.0	27.3	48.4	15.6	8.6	35.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	166	100.0	39.9	35.4	22.2	2.5	24.7
	Grade 7	154	98.7	40.0	48.9	10.4	0.7	11.1
	Grade 8	162	97.5	48.6	39.2	11.5	0.7	12.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	138	99.3	45.2	40.0	14.1	0.7	14.8
	Grade 7	170	100.0	33.1	52.7	13.0	1.2	14.2
	Grade 8	147	99.3	35.4	48.6	14.6	1.4	16.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	166	98.8	34.8	39.2	22.8	3.2	25.9
	Grade 7	154	98.1	45.9	43.0	8.9	2.2	11.1
	Grade 8	162	98.8	56.4	36.2	5.4	2.0	7.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	138	100.0	35.3	41.2	16.9	6.6	23.5
	Grade 7	170	100.0	36.1	45.0	12.4	6.5	18.9
	Grade 8	147	100.0	46.9	44.8	6.2	2.1	8.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 457)				
Students enrolled in high school credit courses (grades 7 & 8)	0.6%	Down from 14.6%	12.2%	14.6%
Retention rate	6.0%	Down from 10.4%	4.0%	3.0%
Attendance rate	94.4%	Up from 93.8%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		6.5%	5.3%
Eligible for gifted and talented	11.0%	Up from 9.2%	11.6%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	14.2%	Down from 15.0%	14.0%	13.9%
	6.6%	No change	5.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 1.4%	1.0%	0.9%
Annual dropout rate	0.3%	N/A	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	37.9%	Up from 33.3%	47.9%	48.7%
Continuing contract teachers	69.0%	Down from 74.1%	80.8%	81.7%
Highly qualified teachers**	91.3%	N/A	89.2%	90.4%
Teachers with emergency or provisional certificates	4.0%		5.0%	5.3%
Teachers returning from previous year	N/A	N/A	83.6%	85.1%
Teacher attendance rate	92.9%	Down from 94.9%	94.9%	94.8%
Average teacher salary	\$39,113	Up 1.2%	\$39,070	\$40,566
Prof. development days/teacher	8.0 days	Up from 7.8 days	10.1 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	27.1 to 1	Up from 13.9 to 1	21.3 to 1	21.3 to 1
Prime instructional time	85.7%	Down from 87.5%	89.4%	89.3%
Dollars spent per pupil*	\$4,847	N/A	\$5,563	\$5,821
Percent of expenditures for teacher salaries*	56.4%	N/A	63.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.8%	Up from 84.1%	95.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	94.9%		92.0%	
Highly qualified teachers in high poverty schools**	100.0%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

North Central Middle School (NCMS) is a rural school located in the northern area of Kershaw County. NCMS serves over 450 students in grades 6-8 and receives students from four elementary feeder schools. NCMS opened as a new facility at the beginning of the 2002-2003 school year, offering the area middle school students a full array of middle level programs for the very first time.

Our continued theme into our second year was "Patriot Pride," and our students and staff alike have exhibited a commitment to excellence and an attitude of pride for NCMS. As a result, two students were recognized as Junior Scholars, one student received state level recognition for performance on the ACT, one student was named state Beta Club Chaplain, all of our athletic teams had winning seasons, and the boys' and girls' basketball teams won conference championships.

We also offer a full array of academic and extracurricular programs for our students, including but not limited to the Junior Beta Club, Student Council, peer mediation, and middle school athletics. Regarding the certified staff, a majority hold advanced degrees and two teachers are National Board Certified. Additionally, we are proud that our facility possesses cutting-edge technology, and this year our staff training has focused on how to use the many available resources offered with our technology and in-house learning information systems.

Regarding PACT scores, our continued goal is to increase our percentage of students scoring Basic and Above a minimum of 10% each year for the next three years (including the 2004 administration) in accordance with our school renewal plan. This year we have had staff development with the Safari digital learning information system, Levings Learning, Accelerated Reader, Accelerated Math, STAR reading, STAR math, and other research-based programs that will assist us in our endeavor of becoming a "Top 10" school in the state of South Carolina. Our ultimate goal is to establish and continue a high level of academic excellence and school spirit that will set a tradition at North Central Middle School for our current students and for future generations.

Dr. Charles King, Principal

Mr. Kenny Faulkenberry, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	81	22
Percent satisfied with learning environment	72.2%	86.4%	86.4%
Percent satisfied with social and physical environment	100.0%	91.4%	81.8%
Percent satisfied with home-school relations	40.0%	82.7%	81.8%

*Only students at the highest middle school grade level at this school and their parents were included.